



**Institutional Partnerships Program
Annual Progress Report¹
Due October 31, 2003**



INTRODUCTION

USAID uses this material to report its development results to Congress. Your contribution of data is critical to Congress's understanding of development and the future funding of such programs. This information forms the basis of ALO's dissemination of partnership results to USAID and other donor organizations and is communicated throughout the higher education community.

Partnership Title: Kabul University and Purdue University Partnership for Capacity Human Building in Agriculture, Education, Engineering, and Technology Applied to Afghanistan Development

Development Field/Sector: Higher Education-Engineering/Agriculture/Education/Technology

Lead U.S. Institution(s): Purdue University

Host Country(ies): Afghanistan

Lead Host Country Partner Institution(s): Afghanistan Ministry of Higher Education and Kabul University

U.S. Partnership Director(s):

Director:	F.T. Sparrow
Co-Directors:	David Sammons Michael Dyrenfurth Miroslaw Skibniewski

Host Country Partnership Director(s):

Director:	Minister Sherief Fayez
Co-Director:	Chancellor M. Akbar Popal, Kabul University

Host Country/Region USAID Mission Contact: Craig Buck, Robert Jimenez

Partnership Web Site (if any): <http://engineering.purdue.edu/IIES/International/Afghanistan>

Period Covered by this Report: November 25, 2002 – September 30, 2003.

¹ Revised September 30, 2003

INSTRUCTIONS

- As feasible, ensure that both the U.S. and overseas partners are involved in the writing of this report. It is the lead U.S. institution's responsibility to submit this report by the due date to ALO.
- Please include as much information as necessary to fully answer the questions. The boxes below expand.
- Mail or e-mail the completed report to your primary contact at ALO by October 31, 2003.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

QUALITATIVE ANALYSIS

1.	<p>In <u>one or two sentences</u>, state the overall objective of this higher education partnership and its intended development results.</p> <p>Establish a rapid training capacity at Kabul's institutions of higher learning in order to generate an immediate flow of skilled workers and trainers into Afghanistan's rebuilding effort and to partner with Kabul University to strengthen the undergraduate curriculum in the subject areas.</p>
2.	<p>In approximately <u>200 words</u>, describe the development issue the partnership addresses and the most noteworthy development outcomes that have occurred during the reporting period, whether intended or unintended, and their significance.</p> <p><u>Major Development Issue</u></p> <p>True sustainable development cannot take place without an indigenous source of college-educated graduates who combine intimate knowledge of the country's problems, the skills to attack these problems, and the credibility necessary help establish a national consensus regarding development priorities. Our partnership goal is to quickly reestablish Afghanistan's indigenous capability to produce such graduates for two purposes; (a) those who will become directly involved in the infrastructure rebuilding process, replacing donor and NGO personnel; and (b) those who will stay in a higher education setting to teach the next generation of Afghanistan students.</p> <p><u>Most Noteworthy Development Outcomes</u></p> <ul style="list-style-type: none">• The creation of the four distance learning laboratories at the four Kabul universities, while noteworthy in its own right, made it clear to the Ministry of Higher Education that our project goes beyond visits and consultations, leaving behind something tangible of use of their recovery. The true development outcome of these labs will not be realized until Purdue and the other U.S. institutions with a commitment to the goals of the project offer courses and training to Afghan professors and students.• The substantial progress made towards curriculum reform, particularly by our agricultural staff. The curricula and courses being offered prior to our involvement were a good 30 years behind the times. While much of the modernization remains to be done, our project started a process which will continue regardless of outside support as Purdue draws other universities into the course modernization process.

3.	<p>What activities have the partner institutions undertaken during this reporting period to achieve the stated partnership objectives and development outcomes?</p> <p>(1) Dec 7-Dec 18, 2002; visit by 3 Purdue faculty and staff to Kabul to meet with Minister Fayez, Chancellor Popal in order to develop an implementation plan for the project</p> <p>(2) Carried out initial training of members of the Kabul faculty in the use of Distance Learning (DL) techniques and facilities, and the strengthening of the teaching program. Four Kabul faculty members were at Purdue during the period April 17- May 5 for this purpose, two from the School of Agriculture to work on agriculture curriculum development, and two to work on DL, the latter to be done in collaboration with MUCIA.</p> <p>(3) Obtain, prepare, and ship the 40 computer systems to be used in setting up four DL labs in Kabul University' Schools of Agriculture, Engineering, Kabul Polytechnic, and the University of Education. Computers arrived at the Kabul Afghan Center October 20, 2003.</p> <p>(4) Arrange for the collection and shipment of textbooks and reference materials to colleagues at Kabul's Universities. The School of Agriculture's shipment arrived October 20 with the computers. The Engineering/Technology/Education books are still being collected.</p> <p>(5) Completed the refurbishment of the four DL rooms which are now ready to have the computers installed. Refurbishment included grills on the windows for theft protection, new doors, floor and window repair, and installation of the electric circuits for the safe operation and protection of the computers themselves.</p> <p>(6) June-July 2003: Travel to Kabul by Kevin McNamara and Dave Sammons (Agriculture) to work with the Faculty of Agriculture on curriculum development; interactions with NGO and donor organization staff to assess job skill needs for agriculture graduates; visit to a research farm plan as part of our effort to help get funding to renovate the 20 acre campus agriculture research facility.</p> <p>(7) July-August 2003: Travel to Kabul by Chuck Kline (Education) and Zarjon Baha (Technology). Baha to supervise the refurbishment of the labs and helping the modernization of the engineering curriculum. Kline to work with School of Education at Kabul University and the Education University.</p> <p>(8) Prepare for the visit of four Kabul faculty members from November 15-December 5, 2003. Visitors coming are from the university of Education, the School of Construction, and two from the School of Engineering. Objectives of the visit are to train them in the use of computers in their classrooms, Distance Learning techniques, and current US university management practices, as well as continue the dialogue with Purdue counterparts regarding the modernization of their curriculums.</p> <p>(9) Begin the process of planning for the first US courses to be offered to Kabul University faculty utilizing the four DL laboratories.</p>
4.	<p>How have these activities benefited (or will they ultimately benefit) the U.S. institution(s). How have they benefited the community surrounding the U.S. institution(s)?</p> <p>Purdue is quite proud of the fact that its foreign student enrollment is larger than any other University in the United States. Being a land grant college, service (or as we call it engagement) is viewed as equal to teaching and research in our mission, particularly service which has an international component, given our recent emphasis on the international nature of our service responsibilities. Thus, the opportunity for our professors and employees to work together to help rebuild Afghanistan's system of higher education in this project is quite consistent with our institutions goals; success with this project will further our stated goals, as well as broaden the perspectives of the direct participants in the project.</p>
5.	<p>Describe the extent and nature of engagement of other collaborating U.S. institutions in partnership activities during this reporting period.</p> <p>Other institutions- in particular, the Afghan Center at Berkeley, have played a key role in the project. Without the Center's generous offer to transport for no charge our computers and books to Kabul in one of their partly filled containers, the computers and books would still be here at Purdue, rather than now waiting to be unpacked and used in Kabul. Our project in the School of Agriculture has benefited by cooperation with the International Center for Agricultural Research in the Dry Areas (ICARDA). Finally, the upcoming visit of Dr. Popal, the Chancellor of Kabul University, to the United States is being jointly sponsored by Purdue and The University of Nebraska –Lincoln.</p>

	<p>List these institutions (include NGOs, community based organizations, government agencies, the private sector, other higher education institutions, etc.) and fully describe their involvement: ICARDA/Kabul Office: conversations regarding agricultural issues.</p>
6.	<p>How have these activities contributed to (or do you anticipate will contribute to) development in the host country?</p> <p>No nation can be truly self sufficient without a functioning system of higher education. Afghanistan's system, decimated by years of conflict, requires massive help in rebuilding both the system's physical and human capital stock. Hopefully, this activity will be the initial investment the U.S. will make in what will be a multi-decade commitment to the rebuilding process by our country.</p>
7.	<p>Describe the extent and nature of engagement of other collaborating host country institutions in partnership activities during this reporting period.</p> <p>Outside of the Ministry of Higher Education and the Kabul university system, the only involvement has been to hire local labor and local contractors to carry out the refurbishing of the four classrooms that will serve as the DL centers for our project. This was made possible by Dr. Baha's visit in August, where, with his knowledge of the local workforce, he was able to hire workers directly, rather than go through a foreign based NGO, allowing the work to be done at a much lower cost.</p> <p>List these institutions (include NGOs, community-based organizations, government agencies, the private sector, other higher education institutions, etc.) and fully describe their involvement: Kabul University: faculty member interaction, space for the DL labs. The Afghan Center in Oakland, California, and in Kabul, Afghanistan: with the Denton Program, providing free transportation and shipment of computers and books to Kabul. Ministry of Higher Education: continued support of our efforts.</p>
8.	<p>How has your partnership strengthened host country higher education institutions during this reporting period?</p> <p>This is the whole purpose of our work; everything we do is aimed at strengthening Afghanistan's system of Higher Education.</p>
9.	<p>Has your partnership informed <i>policy</i> at the institutional, community or national levels in the host country through policy relevant research consultations, analysis, advice and/or direct assistance? (e.g., helped increase the enrollment or participation of underserved students, adopted a policy of service to the community etc.) If YES, fully describe: See the answer to 11. below.</p>
10.	<p>Has your partnership conducted collaborative <i>research</i> during this reporting period to address a development problem in the host country? If YES, fully describe: Not in the academic sense of work of the type that would appear in scholarly journals.</p>

11.	<p>Has your partnership adapted <i>curricula</i> or introduced methods of instruction relevant to host-country development needs during this reporting period?</p> <p>If YES, fully describe:</p> <p>One of the two objectives of our project is aimed at curriculum reform. Our School of Agriculture is farthest along in this effort. A Purdue/Agriculture faculty visit to the Faculty of Agriculture at Kabul University in June 2003 resulted in a consensus to work together towards a two-track undergraduate curriculum: (1) plant science and (2) animal science – each with an embedded marketing/entrepreneurship component to prepare graduates for effectiveness in a market economy. The discussions in June also focused on the process for development of a needs-driven curriculum to be responsive to the likely employers of Kabul University graduates.</p> <p>During our most recent visit to Kabul (August 2003), the faculty of the Schools of Engineering, with the help of Dr. Baha, reformulated the entire Engineering School's undergraduate curriculum to bring it more in line with what is being taught throughout the world. This new curriculum will provide the basis for planned contacts between Engineering and Technology professors at Purdue and elsewhere and their counterparts in Kabul. The same procedure will be followed by our School of Education and Kabul's University of Education.</p>
12.	<p>Has your partnership undertaken activities to equip individuals for participation in the host country's <i>workforce</i>? If YES, are some of these efforts targeted to underserved or disadvantaged groups?</p> <p>Please fully describe:</p> <p>One of the objectives of the curriculum reform thrust described above was to revamp the curriculum to make it more responsive to the needs of the various infrastructure rebuilding projects now underway in Afghanistan. Without such a skilled workforce, Afghanistan would remain dependent upon workers from other countries to carry out the rebuilding process.</p> <p>Our efforts have been aimed at four distinct rebuilding personnel needs:</p> <ul style="list-style-type: none"> (1) <u>Engineers</u> to help design and rebuild the physical infrastructure of Afghanistan's economy. (2) <u>Agricultural specialists</u> to help move the country towards food self-sufficiency. (3) <u>Technologists</u> to help direct and carry out the infrastructure rebuilding process. (4) <u>Educators</u> to teach the teachers that are so needed in the country's secondary education system.
13.	<p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period?</p> <p>If YES, fully describe:</p> <p>None to date.</p>
14.	<p>Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period?</p> <p>If YES, fully describe:</p> <p>It is hoped that the success of our higher education rebuilding project would lead to a stream of graduates who could help develop export markets for Afghanistan goods, but this is pretty far down the road.</p>
15.	<p>Have there been any <i>synergies, serendipities, or human interest stories</i> for the partnership during this reporting period?</p> <p>If YES, fully describe:</p> <p>The informal network operating in Afghanistan higher education communicated that Professors Baha and Kline were there not just as touring visitors, but as members of a project that was dedicated to making a difference. Time and again, Afghanistan professors would introduce themselves and ask to speak to them and inquire how they might become involved and contribute to the success of the project.</p>

16.	<p>What <i>challenges</i> has your partnership encountered in carrying out its planned activities during this reporting period?</p> <p>The two single biggest challenges have been and still remain:</p> <ul style="list-style-type: none"> (1) The increasingly difficult task of obtaining visas for our Afghanistan visitors to the U.S. (2) The increasingly expensive cost of moving U.S. equipment to Afghanistan. <p>Surely there must be quicker and cheaper means of arranging for transportation of people and goods between the two countries than is now the practice.</p>
17.	<p>Outline your partnership's <i>planned activities</i> for the next six months, paying particular attention to achieving stated objectives:</p> <p>In keeping with the objectives stated in our proposal dated March 15, 2002, where we state that "the proposed project will engage Kabul University ... in applying its potential to the rapid deployment training of trainers, as well as developing professional courses," we hope to complete our project by:</p> <ul style="list-style-type: none"> (1) Demonstrating the usefulness of the distance learning laboratories we have created by offering professional courses to Kabul University faculty, under the supervision of the 6 Kabul University faculty members who have been trained at Purdue for this purpose during the contract period. (2) Introducing the new curricula into the various schools, Agriculture and Engineering in particular, with the help of U.S. counterpart faculty at Purdue and other institutions. (3) A visit to Purdue University and the University of Nebraska-Lincoln by Chancellor Popal of Kabul University is planned for November 2003. Goals of his visits include discussions with members of the university administration and faculty to demonstrate how administrative tasks are accomplished at U.S. universities (such as admissions, grading, etc.). (4) Bringing four more faculty from Kabul to Purdue in November-December 2003 for computer and DL training and discussions with Purdue faculty counterparts regarding curricula. (5) A Purdue/Agriculture faculty visit is planned to Kabul University in December 2003 to continue work on agriculture curriculum modernization and pedagogical improvement. Kevin McNamara (Agricultural Economics) and Tom Housley (Agronomy) will be team members for this visit.

QUANTITATIVE ANALYSIS

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
1.	How many exchanges has the partnership supported for host country participants?	Faculty: 4 Undergraduate Students: Graduate Students: Administrators: Others:	Faculty: 4 Undergraduate Students: Graduate Students: Administrators: Others:
	Describe the nature and duration of the exchange(s): Four Afghanistan faculty visited Purdue during April and May 2003 to learn about DL techniques, and to help redesign Kabul University's School of Agriculture's curriculum.		
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty: 5 Undergraduate Students: Graduate Students: 1 Administrators: Others:	Faculty: 5 Undergraduate Students: Graduate Students: 1 Administrators: Others:
	Describe the nature, location, and duration of the exchange(s): 1. Two Purdue faculty (Eberts, McNamara) and one graduate student (Anwar) visited Kabul in December 2002 for 10 days to begin the training and discussions with Kabul University counterparts regarding the DL laboratories, the rebuilding of the Schools of Agriculture, Engineering, Education, and Technology, and the modernization of the curriculum in these schools. 2. Four Purdue faculty members (Baha, Kline, McNamara, and Sammons) visited Kabul in August for varying times to continue discussing the topics above, as well as plan and contract for the refurbishing of the four classrooms in each of the four universities that will house our DL facilities.		
3.	How many internships has the partnership supported? None to date.	Faculty: Undergraduate Students: Graduate Students: Administrators: Others:	Faculty: Undergraduate Students: Graduate Students: Administrators: Others:
	Describe the nature, location, and duration of the internship(s):		
4.	Approximately how many host country nationals have been trained (formally/informally, short-term/long-term) through partnership activities (e.g., degree programs, certificate programs, seminars, workshops, extension days, etc.)?	Females: 5 Males: 27 Total: 32	Females: 5 Males: 27 Total: 32
	Describe the nature, location, and duration of the training: The following training activities have taken place during the contract period: 1. Training in the use of DL labs and equipment, and curriculum reform that took place in Kabul in December 2002 (3 males). 2. The training of the four faculty members that took place at Purdue in April/May 2003, focused on teaching DL techniques and agricultural curriculum reform (4 males). 3. Training that took place in Kabul during the June-August 2003 visits of four Purdue faculty members to Kabul, centered on curriculum reform (Agriculture: 5 females, 20 males).		

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
5.	How many times has your partnership consulted/collaborated with a host country government entity/organization?		
	<p>List and describe the nature of these consultations/collaborations:</p> <p>The Ag component of our work has involved four separate visits/consultations as follows: McNamara to Kabul in March 2002, McNamara to Kabul in December 2002; Afghan group to Purdue in April/May 2003; McNamara and Sammons to Kabul in June 2003. Consultations focused primarily on curriculum issues in agriculture, drafting of curriculum revisions, and computer applications to the teaching program in agriculture.</p> <p>In addition to the contacts listed above, Dr. Baha has been in regular contact with both the Minister of Higher Education and the Chancellor of Kabul University concerning matters of importance related to the rebuilding process.</p> <p>Professors Kline and Baha consulted and met with the Ministry of Higher Education officials an estimated four times when they were in Kabul in August 2003, and while there they also met with a panel of officials from the Ministry of Higher Education to begin planning vocational/technical education policy.</p>		
6.	How many times has your partnership participated in host country government-sponsored panels and/or any other initiatives to inform policy within the host country?	5	5
	<p>List and describe the nature of participation in the panels and/or initiatives:</p> <p>All three of our trips to Kabul have involved such initiatives.</p> <p>In addition, Dr. Baha attended an educational policy conference this summer in Berlin. The conference was on "The Fundamentals for an Education Strategy in Afghanistan," that took place from June 20 to June 22, 2003 at the Berlin Technical University. The participants from Afghanistan included: Minister of Higher Education, Minister of Communication, Deputy Minister of Education, and four Chancellors from Kabul and four Chancellors from regional universities. There were many expatriate Afghans living in Europe and several German academicians and governmental officials. Prof. Baha described our project and they expressed a willingness to work with Purdue on future projects. This proved a good opportunity for Prof. Baha to become acquainted with the regional university chancellors.</p> <p>In June 2003, Professors McNamara and Sammons attended a government-organized workshop sponsored by the International Fertilizer Development Center (IFDC) on issues related to the deployment of fertilizer resources in the country. Purdue's role was relatively low key but we did have a presence.</p>		
7.	How many new degree programs has your partnership established?	0	0
	<p>Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and describe the program(s):</p> <p>None yet – our degree program focus has been to revamp and update Kabul University's <u>existing</u> program.</p>		

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
8.	Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions?	Estimated total dollar amount: \$13,000.00	Estimated total dollar amount: \$13,000.00
	<p>List separately and estimate dollar amounts</p> <p>The major contribution has been the free shipment of our computers and books to Kabul under the Denton Program, valued at \$8000.00.</p> <p>The School of Agriculture has contributed cash beyond the original commitment in the amount of about \$5000.00 to support various aspects of our work in Afghanistan.</p>		